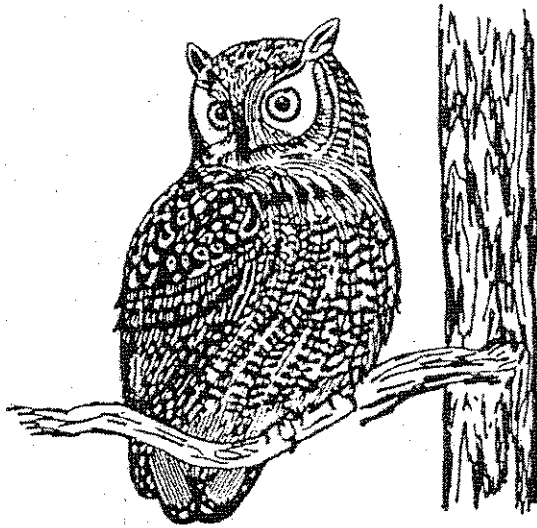


TEACHER EVALUATION SYSTEM



MULTI-DISTRICT EVALUATION

ADOPTED - JUNE, 1996



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PURPOSE

The purpose of this Teacher Evaluation System is to:

1. Improve the overall instructional program.
2. Promote more effective communications and high levels of trust between teachers and administrators.
3. Motivate teachers to a higher level of performance.
4. Identify and promote effective teaching.
5. Improve the school district's credibility with the community.
6. Provide the primary focus for training evaluators and improving their instructional leadership.
7. Provide information for use in creating a staff development program.
8. Provide information to be used in awarding contracts.
9. Keep the school systems in compliance with state mandates.



CRITERIA

The development of the Teacher Evaluation System was guided by the following criteria:

1. Includes performance criteria that are supported by reliable evidence.
2. Is correlated with the school district's philosophies, goals, and objectives.
3. Communicates expected performance, procedures, and performance outcomes in a way that is easily understood.
4. Matches teacher performance criteria to standard teaching practices.
5. Focuses on the performance and improvement of the individual educator.
6. Includes performance criteria that are measurable and/or observable.
7. Provides for documentation of results that are valid, reliable, manageable, and easily understood.

8. Is manageable with regards to resources, expertise, and time.
9. Establishes procedures that minimize the disruption of teaching, learning, and school management.
10. Provides for a self-assessment using the same performance criteria as used by the evaluator.
11. Integrates an evaluation process with staff development on teaching and learning.
12. Establishes an evaluation cycle that includes both formative and summative evaluation strategies and activities.
13. Provides for a team approach (evaluatee and evaluator) to designing and implementing improvement plans.
14. Meets all requirements set by the state.
15. Identifies teachers with exceptional performance.

SYSTEM

The evaluation system begins with pre-evaluation activities and ends with the development of a plan for improving teaching. The system is individualized for each teacher and, except for orientation, which may be accomplished in a group setting, all activities involve the individual teacher and evaluator(s). This section of the manual describes the overall system (See figure 1 for schematic of system). Procedures are presented in a separate section.

- A. **PRE-EVALUATION** – A stage of the system consisting of activities that prepare teacher for a new evaluation cycle. Activities are categorized either as “orientation” or “conference.”

Teacher Orientation – All teachers will be provided information and an opportunity for discussion concerning the evaluation system to include: performance criteria, procedures, and priorities. Orientation is required for ALL NEW TEACHERS to the school districts and for all teachers currently being evaluated. In the event the evaluation system is altered, all teachers will be REQUIRED to attend an orientation session. The intent of the orientation is for teachers to become knowledgeable of the evaluation system and any priorities set by the school districts and/or school and to reduce any excessive anxiety that may exist among teachers. The orientation sessions may be conducted individually or in groups at either the school or district levels, but no later than the end of the first month after reporting for employment for each school year.

Pre-Observation Conference - Evaluator(s) and evaluatee meet to make specific plans for a classroom observation session. The conference is required for:

- Fully certified teachers new to the district
- Teachers on a one-year evaluation cycle
- Teachers with continuing contract status that are due an evaluation
- Teachers being re-evaluated as deemed necessary by the evaluator(s)

Evaluators MAY hold pre-observation conferences with other teachers. A pre-observation conference is recommended for teachers having major problems in the classroom or who feel threatened by the evaluation process.

B. FORMATIVE EVALUATION - A component of the system which requires the evaluator to observe the teacher in the classroom and to interact with the teacher about the results. Each formative evaluation will include:

Observing the teacher and students in the instructional setting;

Documenting specific information for interacting with teacher;

Analyzing the results in preparation for a conference with the teacher;

Conferring with the teacher to identify strengths and needs for improvement;

Developing strategies for improvement, including strengthening specific skills and providing positive reinforcement; and

Assisting the teacher with implementing strategies and activities

The number of observations will be determined by the procedures described in this manual. The results of all formative observations WILL be considered by the evaluator in developing the summative report.

C. SUMMATIVE EVALUATION - A stage of the system which leads to a summary of evaluation results gathered during the total evaluation cycle. It marks the end of the cycle and requires a report of the evaluatee's status on all performance criteria and a plan for improvement.

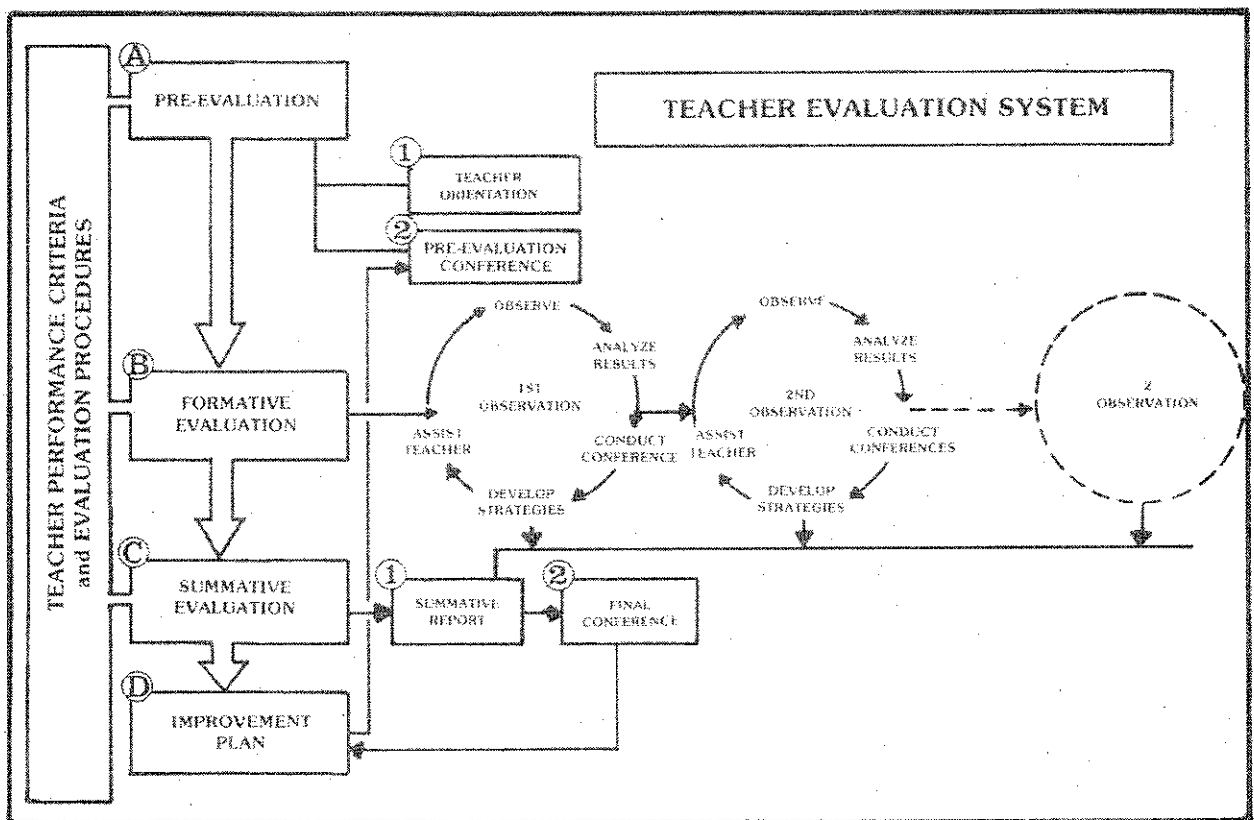
Summative Report - The evaluator will complete a report rating the teacher on all performance criteria, with appropriate statements to help clarify the performance of the evaluatee. The report will be shared with the evaluatee at a conference to follow the final observation session.

Final Conference - Evaluatee and evaluator will meet to discuss the evaluatee's performance during the total evaluation cycle. Both strengths and needs for improvement will be discussed.

A general plan for improving the performance of the evaluatee during the next evaluation cycle will be developed. If there is some question about the future employment of the evaluatee based on the evaluation results, it WILL be discussed during this conference.

- D. IMPROVEMENT PLAN - A written plan for improvement of knowledge and/or skills needed by the evaluatee to demonstrate a higher level of effectiveness. The plan will be more comprehensive and long-range than the improvement plans addressed during the formative stage of the system. It will assist the evaluatee in taking steps to improve and give direction to the evaluator for providing assistance during the new cycle.

(FIGURE 1 - TEACHER EVALUATION SYSTEM SCHEMATIC)



PROCEDURES

EVALUATION SELECTION

The teacher evaluation system is individualized in that each teacher is evaluated independently of all other teachers including observation, conferences, report, and planning for improvement.

The evaluation of teachers and administrators will be scheduled as follows:

Non-Tenured Teachers	Annually
Tenured Teachers	Every Three Years or As Deemed Necessary for Unsatisfactory Performance
Administrators	Annually (summative only)

Approximately one-third of the tenured teachers at each building (and district) will complete their formative and summative evaluation each year.

Each Evaluation will include formative observation evaluations, appropriate conferences, a summative evaluation and an improvement plan. A schedule for teacher evaluations will be published annually by the building level principal and posted at the beginning of each school year.

EVALUATEE

Evaluatees for the evaluation system include all certified employees assigned to a school including part time employees.

EVALUATOR

Superintendent, principals, assistant principals, and other administrators designated by the superintendent shall serve as evaluators of the school employees covered by the teacher evaluation system.

The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional training administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

OBSERVATIONS

All evaluatees SHALL be observed no less than two times – two formative of which one MAY be summative. The maximum number of observations and lengths of visits for all evaluatees are at the discretion of the evaluator. A pre-observation conference is required for:

- Fully certified teachers new to the school district;
- Teachers on a one-year evaluation cycle;
- Teachers with continuing contract status and scheduled for an evaluation; and
- Teachers being re-evaluated as deemed necessary

Observation of a complete teaching segment is REQUIRED during each classroom visit for summative evaluation purposes.

DOCUMENTATION AND REPORTING

The results of each observation shall be documented by the evaluator in preparation for a conference with the evaluatee. All formative and summative evaluation reports shall be in writing and on official report forms provided by each school district. During the cycle, the evaluatees shall be rated on each performance indicator. A copy of the reports (formative or summative) will be provided the evaluatee during the conference. All reports will be signed by both the evaluator and evaluatee to confirm that the report has been completed and reviewed by both parties.

CONFERENCE

The evaluator shall hold a conference with the teacher following each observation.

During the formative stage, the evaluator shall hold a post observation conference with the evaluatee within one week after the observation to discuss the result and to develop strategies for follow-up activities. A written report is REQUIRED.

During the summative stage, the post-conference will include review of the summative evaluation results and development of the improvement plan. All conferences shall focus on both strengths and needs for improvement and shall lead to follow-up from the evaluator and others who may provide assistance to teachers. A written report is REQUIRED.

TEACHER PERFORMANCE CRITERIA

The standards for measuring the performance of teachers are called Performance Criteria.

To enhance communications and management, all performance criteria are grouped under five (5) general headings called Performance Areas. To assure greater clarity and a more reliable evaluation system, each performance criteria is more specifically described by an attached set of Indicators.

While the indicators will contribute to understanding the performance of the standards, it is the performance criteria that will be the primary focus of the evaluation system.

INSTRUMENT

The instrument is designed to facilitate the evaluation process. It serves as both a rating system and a summative report. It provides for rating the teacher against individual performance criteria. For each criterion there is a set of indicators and a rating scale. Together they assist the evaluator in assessing, recording, and communicating specific strengths and areas for improvement. The evaluator observes the evaluatee using the criteria and indicators as a basis for the observation and analysis of the teaching. Indicators serve, in part, as evidence the performance criteria have been met. Indicators that have been exceeded and those that have fallen short of expectations are identified.

After all data has been considered, the evaluator rates the evaluatee by selecting a descriptive statement that most nearly matches with the evaluation results.

The rating scale is comprised of four separate descriptions of teacher behaviors:

- 5 - Outstanding/Exceptional
- 4 - Appropriate/Effective/Above Average
- 3 - Average/Needs Improvement
- 2 - Below Average/Ineffective
- 1 - Inadequate/Unacceptable
- 0 - Not observed

Space is provided for written comments that will help clarify the rating and identify indicators not observed. Space is also provided at the end of the report for written comments from the evaluator(s).

Opportunities for the evaluatee to react in writing to the evaluation results are provided on a separate document.

FORMATIVE EVALUATION REPORT

The evaluatee will be provided a report each time a formative conference is held. The report will include an overview of the most effective teaching behaviors observed and suggestions for improvement. Improvements can range from expanding advanced teaching skills to adding those that are very basic to effective teaching.

The report will serve as a basis for the conference but will not necessarily include all of the details discussed with the teacher. The evaluatee shall be provided a copy of the formative report which shall be signed by both the evaluatee and evaluator. The signatures verify that each person had the opportunity to study the report and to discuss its contents in a conference. The signature of the evaluatee does not indicate agreement nor disagreement with the evaluation results or suggestions, only that the procedure has been followed.

SUMMATIVE EVALUATION REPORT

A summative report will be completed at the end of each evaluation cycle. Each performance criterion is evaluated independently of all others. Since each criterion has a separate set of descriptors and rating scale, the results of the summative report are used as a basis for an improvement plan. The evaluatee will be provided an opportunity to react in writing to the total summative report. Teacher reaction forms, if needed, can be obtained from the evaluator. One copy of the reaction form shall be attached to the summative report. Each party signs and receives a copy of the summative report. Summative and formative evaluation reports shall remain on file in the principal's office and in the office of the superintendent.

IMPROVEMENT PLAN

The evaluatee and evaluator shall jointly develop a plan for upgrading the knowledge, skills, or performance of the evaluatee. Summative evaluation results should be used as a basis for setting priorities. Official forms provided by the school system shall be used for providing a written description of the plan, to be completed within the next evaluation cycle (MDE Form TE-14). Both parties shall sign the plan and each shall retain a copy. The growth plan shall be reviewed annually.

The evaluation and assistance provided the evaluatee during the next cycle should not be limited to the content of the plan. Individual growth plans should align with district improvement plan.

The following items are included in the improvement program:

TEACHING PRACTICES TARGETED FOR IMPROVEMENTS – Knowledge, skills, experiences, etc., needed by the evaluatee to demonstrate a higher level of performance. There should be a high correlation between the teaching practices included in the improvement plan and the results of the summative evaluation. Plans for corrective actions should be included.

OUTCOME DESIRED – The performance expected of the evaluatee after having participated in an improvement program. Outcomes should be specific, measurable, and directly related to needs. One outcome may meet several needs or, if the needs are written in general statements, more than one outcome may be required to address a single need. Outcomes should be written so as to place the responsibility for the outcome on the evaluatee. The evaluator will place initials in the “✓” column to indicate that the objective has been met. Objectives not met **MUST** be carried forward to the next evaluation period.

ACTIVITY – Action, training, or experience that will aid the evaluatee in meeting the outcomes desired. Activities could vary from reading a professional publication to participating in an intensive training program. Activities should be realistic, cost effective, and directly related to one or more outcomes.

METHOD OF EVALUATING OUTCOME – A description of how each outcome will be evaluated. If the outcome is to be a product, then the product should be identified. If the outcome is to be improved skills, the method for determining how the performance will be measured should be described (i.e., interview, observation, and written response).

*Should even more detailed plans be needed in order for evaluatee to improve to continue employment, these more detailed plans will become a Corrective Action Plan.

CONTRACTUAL STATUS RECOMMENDATION

Following completion of the summative evaluation report the evaluator shall complete a contractual status recommendation form (MDE TE-15) and forward it to the Office of the District Superintendent. The form will report the number of times the evaluatee was observed and the evaluator's recommendation for employment status. Both the evaluator and evaluatee shall sign the form.

APPEALS PROCESS

An appeals panel is established in accordance with KRS 156.101 and 704 KAR 3:345

ELECTION - Two members of the panel shall be elected by and from the certified employees of the District. Two alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint two certified employees and one alternate certified employee to the panel.

TERMS - All terms of panel members and alternates shall be as follows: the member receiving the most votes shall serve for three (3) year; the member receiving the second highest number of votes shall serve for two (2) year; the member receiving the third highest number of votes shall serve as an alternate for three (3) year; the member receiving the fourth highest number of votes shall serve as an alternate for two (2) year; the Board-appointed member and alternate member shall serve for two (2) year. All terms shall run from July 1 to June 30. Members may be reappointed or re-elected.

CHAIRMAN - The chairman of the panel shall be elected annually by the panel members.

CONFLICTS OF INTEREST - No panel member shall serve on any appeal of which he/she was the evaluator or the evaluatee. Whenever a panel member or panel members immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

APPEAL TO PANEL - Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation.

APPEALS PROCESS - The appeals process includes (1) the right to a hearing, (2) the opportunity to review all documentation submitted by both parties reasonably in advance, and (3) the right to presence of chosen representation.

APPEAL FORM - The appeal shall be a written notice signed by the appellant stating why the appeal is being made and giving permission to the panel to review evaluation records.

HEARING PROCEDURES - The chairperson shall determine the time, place and procedures for the hearing. Consideration by the Appeals Panel shall represent an intermediate step to take place prior to review of an appeal by the Superintendent. Certified employees shall submit a written request for a hearing to the chairperson of the Appeals Panel. Description of specific complaints and grounds for appeal must be submitted with this request. The Appeals Panel shall review the complaint and determine if a hearing shall be granted. If a hearing is granted, all involved parties shall have an opportunity to speak before the panel. The panel's decision shall be submitted to the Superintendent within ten (10) working days after the hearing. If a hearing is not granted, all parties shall be notified by the panel chairperson within five (5) working days after receipt of the appeal.

BURDEN OF PROOF - The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written record which support the summative evaluation.

PANEL RECCOMENDATIONS – The panel shall issue a recommendation to the district Superintendent within fifteen (15) working days from the date that an appeal is filed. In the case of appeals of evaluations conducted by the Superintendent, the panel shall report to the Board.

SUPERINTENDENT – The Superintendent shall receive the panel's recommendation and cause it to be attached to the original evaluation form and filed in the employee's personnel file. The Superintendent may hold a hearing, order another evaluation by a second certified evaluator, and/or take such actions as he/she deems necessary. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file with appropriate annotations. The Superintendent shall notify all parties of his/her decision within ten (10) working days after receipt of the Appeals Panel's recommendation.

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5)[156.101(10)]. The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other documents which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

(d) A decision of the appeals shall be rendered within fifteen (15) working days after the review.

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

RETENTION OF RECORDS

A performance evaluation file shall be established for each teacher by his/her evaluator. The evaluator shall maintain that file in his/her office for the duration of time that the teacher remains his/her subordinate. If a teacher is transferred to another school the principal who has the teacher's performance records shall transfer them to the receiving principal/new evaluator. (A teacher's complete performance record is always to be on file with his/her current evaluator.)

If a teacher leaves the school district's employ, his/her file shall be kept on file in the office of the Superintendent or destroyed as per the advice of the Board Attorney.

CERTIFIED PERSONNEL SUMMATIVE CONFERENCE FORM

Evaluator and evaluatee discuss and complete prior to developing the Individual Professional Growth Plan and Summative Evaluation Form. This document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, units of study, etc.

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of Conference _____ School _____

Standards/Performance Criteria***	Performance/Product/Portfolio Ratings			Professional Growth
	***More than one (1) rating may be checked			Activities
	Meets	Growth Needed	Does Not Meet	Discussed
1: Demonstrates Professional Leadership				
1.1. Builds positive relationships within and between school and community				
1.2. Promotes leadership potential in colleagues.				
1.3. Participates in professional organizations and activities.*				
1.4. Writes and speaks effectively.				
1.5. Contributes to the professional knowledge and expertise about teaching and learning.				
1.6. Guides the development of curriculum and instructional materials.*				
1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.*				
1.8. Initiates and develops educational projects and programs.*				
1.9. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.				
1.10. Demonstrates punctuality and good attendance for all duties.				
1.11. Adheres to school board policies and administrative procedures.				
1.12. Adheres to the state professional Code of Ethics				
Standard 1 Overall Rating for Summative Evaluation Form				
2: Demonstrates Knowledge of Content				
2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught.				
2.2. Communicates a current knowledge of discipline(s) taught.				
2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.				
2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.				
2.5. Connects content knowledge to real-world applications.*				
2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.*				
2.7. Analyzes sources of factual information for accuracy.*				
2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.				
2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.*				
Standard 2 Overall Rating for Summative Evaluation Form				
3: Designs/Plans Instruction				
3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.				
3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.				
3.3. Integrates skills, thinking processes, and content across disciplines.				
3.4. Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.				
3.5. Creates and uses learning experiences that are developmentally appropriate for learners.				
3.6. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.				
3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur.				

3.8. Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.*				
3.9. Develops and implements appropriate assessment processes.*				
3.10. Secures and uses a variety of appropriate school and community resources to support learning.*				
3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.*				
3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.				
Standard 3 Overall Rating for Summative Evaluation Form				
4: Creates/Maintains Learning Climate	Meets	Growth Needed	Does Not Meet	Discussed
4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.				
4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.				
4.3. Shows consistent sensitivity to individuals and responds to students objectively.				
4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.				
4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.*				
4.6. Encourages and supports individual and group inquiry.				
4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.*				
4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.*				
4.9. Works with colleagues to develop an effective learning climate within the school.*				
Standard 4 Overall Rating for Summative Evaluation Form				
5: Implements/Manages Instruction	Meets	Growth Needed	Does Not Meet	Discussed
5.1. Communicates specific goals and high expectations for learning.				
5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.				
5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.				
5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.				
5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences.*				
5.6. Stimulates students to reflect on their own ideas and those of others.				
5.7. Uses appropriate questioning strategies to help students solve problems and think critically.				
5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.*				
5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.				
5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.				
5.11. Makes effective use of media and technologies.*				
5.12. Makes efficient use of physical and human resources and time.				
5.13. Provides opportunities for students to use and practice what is learned.				
5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.				
Standard 5 Overall Rating for Summative Evaluation Form				
6: Assesses and Communicates Learning Results	Meets	Growth Needed	Does Not Meet	Discussed
6.1. Selects and uses appropriate assessments.				
6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.				
6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.				
6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.*				
6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.				
6.6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.*				
Standard 6 Overall Rating for Summative Evaluation Form				

7: Reflects/Evaluates Teaching/Learning	Meets	Growth Needed	Does Not Meet	Discussed
7.1. Assesses and analyzes the effectiveness of instruction.*				
7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.				
7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.*				
Standard 7 Overall Rating for Summative Evaluation Form				
8: Collaborates with Colleagues/Parents/Others	Meets	Growth Needed	Does Not Meet	Discussed
8.1. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.*				
8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.*				
8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.				
8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.				
8.5. Secures and makes use of school and community resources that present differing viewpoints.*				
8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.				
8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.*				
8.8. Analyzes previous collaborative experiences to improve future experiences.				
8.9. Assesses students' special needs and collaborate with school services and community agencies to meet those needs.*				
Standard 8 Overall Rating for Summative Evaluation Form				
9: Engages in Professional Development	Meets	Growth Needed	Does Not Meet	Discussed
9.1. Establishes priorities for professional growth.				
9.2. Analyzes student performance to help identify professional development needs.				
9.3. Solicits input from others in the creation of individual professional development plans.				
9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.				
9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.				
Standard 9 Overall Rating for Summative Evaluation Form				
10: Demonstrates Implementation of Technology**	Meets	Growth Needed	Does Not Meet	Discussed
10.1. Operates a multimedia computer and peripherals to install and use a variety of software.				
10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.				
10.3. Demonstrates knowledge of the use of technology in business, industry, and society.				
10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.				
10.6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.				
10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.				
10.9. Designs lessons that use technology to address diverse student needs and learning styles.				
10.10. Practices equitable and legal use of computers and technology in professional activities.				
11. Facilitates the lifelong learning of self and others through the use of technology.				
10.12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.				
10.13. Applies research-based instructional practices that use computers and other technology.				
10.14. Uses computers and other technology for individual, small group, and				

CERTIFIED PERSONNEL SUMMATIVE EVALUATION

 Tenured _____
 Non-Tenured _____

This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.

EVALUATEE _____ CONTENT AREA/GRADES _____

EVALUATOR _____ POSITION _____

SCHOOL _____

Dates of Observations 1st _____ 2nd _____ 3rd _____ 4th _____

Dates of Conferences 1st _____ 2nd _____ 3rd _____ 4th _____

Teacher Standards:

1. Demonstrates Professional Leadership
2. Demonstrates Knowledge of Content
3. Designs/Plans Instruction
4. Creates/Maintains Learning Climate
5. Implements/Manages Instruction
6. Assesses and Communicates Learning Results
7. Reflects/Evaluates Teaching/Learning
8. Collaborates with Colleagues/Parents/Others
9. Engages in Professional Development
10. Demonstrates Implementation of Technology

Meets**Ratings:*****Does Not Meet****OVERALL RATING**

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard numbers checked below:

 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. N/A 10. _____

Evaluatee's Comments: _____

Evaluator's Comments: _____

To Be Signed After All Information Above Has Been Completed and Discussed:

 Evaluatee: _____ Agree with the summative evaluation
 _____ Disagree with this summative evaluation

SIGNATURE

DATE

Evaluator:

SIGNATURE

DATE

Opportunities for appeal processes at both local and state levels are a part of the District Evaluation Plan.

Employment _____ Meets Teacher Standards for Re-employment
 Recommendation: _____ Does Not Meet Teacher Standards for Re-employment
 _____ Meets Teacher Standards for Re-employment; Not Recommended for Re-employment

Certified employees must appeal this evaluation within time frames mandated in 704 KAR 3:345 Sections 7, 8, 9, & local district plan.

*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

Teacher Evaluation

TEACHER IMPROVEMENT PLAN

MDE Form TE-14

Evaluatee _____ Evaluation Cycle: Beginning Date _____ Ending Date _____

Teaching Practices Targeted For Improvement:

Outcome Desired	Teacher Activity	Method of Evaluating Outcome	Support From Evaluator
✓			

Signature of Evaluatee

Date

Signature of Evaluator

Date

Original: Evaluator's File
CC: Evaluatee
CC: Superintendent

_____ School Year

BURGIN INDEPENDENT SCHOOLS

INDIVIDUAL CORRECTIVE ACTION PLAN
for _____

Date _____ Work Site _____

Standard No.	*Present PG Stage:	Growth Objective/ Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates

Evaluatee's Comments:

Evaluator's Comments:

Individual Correction Action Plan Developed:	STATUS: Achieved _____ Revised _____ Continued _____
(Evaluatee's Signature)	(Date) (Evaluatee's Signature) (Date)
(Evaluator's Signature)	(Date) (Evaluator's Signature) (Date)

*Professional Growth Plan Stages: O=Orientation/Awareness; A=Preparation/Application; I=Implementation/Management;
R=Refinement/Impact

Teacher Evaluation

TEACHER IMPROVEMENT PLAN

MDE Form TE-14

Evaluatee _____

Evaluation Cycle: Beginning Date _____

Ending Date _____

Teaching Practices Targeted For Improvement _____

✓	Outcome Desired	Teacher Activity	Method of Evaluating Outcome	Support From Evaluator

Signature of Evaluatee _____

Date _____

Signature of Evaluator _____

Date _____

Original: Evaluator's File
CC: Evaluatee
CC: Superintendent

BURGIN INDEPENDENT SCHOOLS

CERTIFIED PERSONNEL EVALUATION DATA COLLECTION INSTRUMENT

Data completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.

Observee _____ Content Area Grade(s) _____
 Observer _____ Position _____

Classroom Observation Information

Dates _____ Unit of Study/Lesson _____
 Times _____ Academic Expectations/Core Content _____

- * These performance criteria are suggested as items for documentation provided by staff.
- ** Technology may be documented by principal, technology resource staff, or other appropriate personnel.
- ... To meet District Standards, the evaluatee must meet 85% of performance criteria with evidence met in all Standards
- If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format.

Standard 1: Demonstrates Professional Leadership		C	O	B	S	I	NOTES
1.1	Builds positive relationships within and between school and community.						
1.2	Promotes leadership potential in colleagues.						
1.3	Participates in professional organizations and activities.*						
1.4	Writes and speaks effectively.						
1.5	Contributes to the professional knowledge and expertise about teaching and learning.						
1.6	Guides the development of curriculum and instructional materials.*						
1.7	Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.*						
1.8	Initiates and develops educational projects and programs.*						
1.9	Practices effective listening, conflict resolution, and group-facilitation skills as a team member.						
1.10	Demonstrates punctuality and good attendance for all duties.						
1.11	Adheres to school board policies and administrative procedures.						
1.12	Adheres to the state professional Code of Ethics.						

Standard 2: D nstrates Knowledge of Content					NOTES		
		O B S 1	O B S 2	O B S 3			
2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught.							
2.2. Communicates a current knowledge of discipline(s) taught.							
2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines							
2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.							
2.5. Connects content knowledge to real-world applications.							
2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.							
2.7. Analyzes sources of factual information for accuracy.							
2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.							
2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.							
Standards/Performance Criteria **							
Standard 3: Designs/Plans Instruction					NOTES****		
		O B S 1	O B S 2	O B S 3			
3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations							
3.2. Develops instruction that requires students to apply knowledge skills, and thinking processes							
3.3. Integrates skills, thinking processes, and content across disciplines							
3.4. Creates and utilizes learning experiences that challenge, motivate and actively involve the learner							
3.5. Creates and uses learning experiences that are developmentally appropriate for learners							
3.6. Develops and incorporates strategies that address physical, social, and cultural diversity and that show sensitivity to differences.							
3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur.							

Standard 6: Assess and Communicates Learning Results		O	B	S	1	O	B	S	2	O	B	S	3	NOTES
5.4	Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.													
5.5	Provides opportunities for students to increase their knowledge of cultural similarities and differences.*													
5.6	Simulates students to reflect on their own ideas and those of others													
5.7	Uses appropriate questioning strategies to help students solve problems and think critically.													
5.8	Manages student examination of social issues relative to course content, possible responses, and associated consequences.*													
5.9	Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.													
5.10	Presents differing viewpoints when integrating knowledge and experiences across disciplines.													
5.11	Makes effective use of media and technologies.*													
5.12	Makes efficient use of physical and human resources and time.													
5.13	Provides opportunities for students to use and practice what is learned													
5.14	Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.													
Standard 6: Assess and Communicates Learning Results		O	B	S	1	O	B	S	2	O	B	S	3	
6.1	Selects and uses appropriate assessments													
6.2	Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.													
6.3	Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.													
6.4	Provides opportunities for students to assess and improve their performance based on prior assessment results.*													
6.5	Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.													
6.6	Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.*													

Standard 7: Reflects/Evaluates Teaching/Learning				NOTES			
7.1. Assesses and analyzes the effectiveness of instruction *	O B S 1	O B S 2	O B S 3				
7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.							
7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments *							
Standard 8: Collaborates with Colleagues/Parents/Others				NOTES			
8.1. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning *	O B S 1	O B S 2	O B S 3				
8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort *							
8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.							
8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.							
8.5. Secures and makes use of school and community resources that present differing viewpoints. *							
8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.							
8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects *							
8.8. Analyzes previous collaborative experiences to improve future experiences.							

